

ABSTRAK

SAEHU ABAS. 2018. Pengembangan Kurikulum Pendidikan Islam Perspektif Sosiologi Pendidikan (Penelitian di Madrasah Aliyah Husnul Khotimah Kuningan).

Kata Kunci: Pengembangan Kurikulum. Pendidikan Islam. Sosiologi Pendidikan

Krisis penghayatan, pemahaman dan pengalaman terhadap dimensi sosiologis manusia, mengakibatkan peserta didik teralienasi dari peranannya, selain sebagai insan akademis yang cerdas secara pribadi, terampil melaksanakan syari'ah agama, seharusnya juga dapat mencerminkan individu yang sholeh secara sosial. Perubahan yang memungkinkan ditempuh untuk mengembalikan peranannya tersebut, salah satunya dengan melaksanakan pengembangan kurikulum, khususnya kurikulum pendidikan Islam melalui konsep, kajian, cara pandang atau pendekatan sosiologi pendidikan.

Tujuan penelitian ini untuk mengidentifikasi tentang: (1) Pendekatan sosiologi pendidikan terhadap kurikulum pendidikan Islam. (2) Bentuk desain pengembangan kurikulum pendidikan Islam perspektif sosiologi pendidikan di MA Husnul Khotimah Kuningan. (3) Bentuk implementasi pengembangan kurikulum pendidikan Islam perspektif sosiologi pendidikan di MA Husnul Khotimah Kuningan serta apa faktor pendukung dan penghambat dalam pengoprasionalannya.

Penelitian ini menggunakan metode kualitatif melalui pendekatan deskriptif, pengumpulan data dilakukan dengan teknik wawancara dan dokumentasi. Teknik analisis data meliputi reduksi data, verifikasi data dan penyajian data. Validitas keabsahan data dilaksanakan melalui langkah perpanjangan keikutsertaan, ketekunan pengamatan, triangulasi dan uraian rinci. Informan utama penelitian, yaitu wakamad bagian kurikulum, beberapa guru pendidikan agama dan kepala sekolah. Sementara landasan teori selama penelitian dioperasionalkan, menggunakan teori sosiologi pendidikan Nasution, yang menjelaskan bahwa kajian sosiologi pendidikan senantiasa berkaitan dengan relasi lembaga pendidikan dengan masyarakat dan relasi lembaga pendidikan dengan seluruh komponen masyarakat sekolah.

Hasil penelitian menunjukan bahwa: (1) Sosiologi pendidikan terhadap kurikulum pendidikan Islam senantiasa memiliki relasi yang strategis dan hubungan timbal balik yang *simbiotik-fungsional*. (2) Desain pengembangan kurikulum pendidikan Islam perspektif sosiologi pendidikan MA Husnul Khotimah, yakni menggunakan paradigma organisme melalui pendekatan rekonstruksi sosial. Desain tersebut dapat diketahui, berdasarkan muatan kurikulum berbasis sosiologis yang meliputi kegiatan *halaqah tarbiyah*, PDPM (Praktik Dakwah dan Pengenalan Masyarakat), *munasharah*, *mukhoyyam tarbawi* atau *rihlah*. (3) Implementasi pengembangan kurikulum pendidikan Islam perspektif sosiologi pendidikan MA Husnul Khotimah, terjadi diantara lembaga pendidikan dengan masyarakat dan relasi diantara seluruh komponen pendidikan. Adapun faktor pendukung, karena adanya respon dan dukungan yang baik dari seluruh pihak penyelenggara kegiatan, baik masyarakat, wali siswa, kepala sekolah, segenap kepengurusan sekolah, pegawai sekolah maupun dari peserta didik. Sedangkan faktor penghambatnya, disebabkan terjadi penyalahgunaan kegiatan ketika melaksanakan program pendidikan di luar lingkungan sekolah dan terbatasnya uang saku peserta didik.

ABSTRACT

SAEHU ABAS. 2018. Development of Islamic Education Curriculum Sociological Perspective of Education (Research in Madrasah Aliyah Husnul Khotimah Kuningan).

Keywords: Curriculum Development. Islamic Education. Sociology of Education.

The crisis of appreciation, understanding and experience of the sociological dimension of human beings, results in students being alienated from their roles, aside from being academically intelligent individuals, skilled in implementing religious shari'a, it should also reflect socially pious individuals. Changes that make it possible to regenerate this role is by implementing curriculum development, especially the Islamic education curriculum through concepts, studies, perspectives or sociology of education approaches.

The purpose of this study was to identify the following: (1) The sociology of Education approach towards the Islamic education curriculum. (2) The form of design for the development of Islamic education curriculum in the perspective of the sociology of education at MA Husnul Khotimah Kuningan. (3) The form of implementation of the development of Islamic education curriculum in the perspective of the sociology of education at MA Husnul Khotimah Kuningan and what are the supporting and inhibiting factors in its operationalization.

This study uses qualitative methods through a descriptive approach, data collection was done by interview and documentation. Data analysis techniques include data reduction, data verification and data presentation. The Validity of data is carried out through steps of extending participation, persistence of observation, triangulation and detailed descriptions. The main informants of the study were the curriculum section, several religion teachers and school principals. While the theoretical foundation during the research was operationalized, using Nasution's sociology of education theory, which explained that the sociological study of education is always related to the relationship of educational institutions with the community and the relations of educational institutions with all components of the school community.

The results of the study show that: (1) The sociology of education of the Islamic education curriculum always has strategic relationships and symbiotic-functional reciprocal relationships. (2) The design of the development of Islamic education curriculum in the perspective of the sociology of education of MA Husnul Khotimah Kuningan used the paradigm of organisms through the approach of social reconstruction. The design can be seen on the content of a sociological based curriculum which includes *halaqah tarbiyah* activities, PDPM (Dawah Practice and Public Introduction), *munasharah*, *mukhoyyam tarbawi* or *rihlah*. (3) The implementation of the development of the Islamic education curriculum in the perspective of the sociology of education of MA Husnul Khotimah Kuningan, occurs between educational institutions and the community and the relations between all components of education. As for supporting factors, because there is a good response and support from all the organizers of the activity, both the community, guardians of students, principals, all school administrators, school employees and students. While the inhibiting factors are caused by misuse of activities by students when implementing educational programs outside the school's environment and students' limited allowance.